

Table 5.1 Comparison table of High, Middle, and Low achievers in Joint Construction stage

Aspects	High achievers (see table 5.2)	Middle achievers (see table 5.3)	Low achievers (see table 5.4)
Social Function	The text aimed at retelling and informing the idol teachers' past events, experiences, and teacher's achievement	The text aimed at retelling and informing an idol teacher's past events; the teacher's educational experiences, aspired, career and a bit of the teacher's history; the teacher's parents and family, wife and children, the teacher's hobby, favorite drinks and food, and favorite music and song	The text aimed at retelling and informing an idol teacher's past events the teacher's educational experiences, career and family
Schematic structure	<p>Fulfilling the schematic structure of biographical recount text involving aspects as follows.</p> <ol style="list-style-type: none"> 1. The orientation introduced who, when, where, and what of the subject of the biographical recount in detail. The students wrote about the idol teacher's parents and family. The students also wrote about the idol teacher's favorite things such as meals, beverages, colors, and music 2. In record of events, the students' biographical recount text started with the educational background and ended with the marriage life of the idol teacher. The group wrote the educational background in detail. The students told the readers when and where the idol teacher gained his knowledge, who was influencing the teacher's career, in what age the teacher got married, who was the spouse and who were the members of the teacher's family. 3. In the re-orientation or evaluation, the 	<p>Fulfilling the schematic structure of biographical recount text involving aspects as follow.</p> <ol style="list-style-type: none"> 1. The orientation described sufficiently about who, when, where, and what the subject of the biography is; the teacher's the full name, day or birth, job, parents and family member. The biographers also described the teacher's predilection; the teacher's hobby, the teacher's favorite drinks and foods, and the teacher's favorite music and song. 2. In the record of events, it informed the teacher's educational background; starting from the teacher's elementary school, junior high school, high school and where the teacher gained his college degree, the teacher's career and marriage life. 3. In the re-orientation, the students evaluated the idol teacher being written by using present perfect tense. The 	<p>Fulfilling the schematic structure of biographical recount text involving aspects as follow.</p> <ol style="list-style-type: none"> 1. In the orientation of the text, the text described sufficiently about who, when, where, and what the subject of the biography is; the teacher's full name, job, day of birth, parents and family member 2. In the record of events of the biographical recount text, the students informed the teacher's educational background; starting from the teacher's elementary school, junior high school, high school, where the teacher gained his college degree, and why the teacher chose PAI as her major in gaining bachelor degree, the teacher's career and marriage life. 3. In this re-orientation, the students evaluated the idol teacher's career being written. As seen in the clause "In, 2012, <i>she taught at MTs and MA Assalafiyah Assirojiyyah as IPA teacher until today</i>" and the teacher's family life with using present tense in the clause "<i>She has a daughter. Her name is Jihan Fairus Khalisa</i>". The

Runi Ekaningtias , 2015

A GENRE-PROJECT BASED APPROACH TO TEACHING WRITING BIOGRAPHICAL RECOUNT TEXT

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

	<p>students brought the events into present. One of the clauses was written by using present perfect tense, as seen in the clauses <i>“Since 2001, he has dedicated himself to teach junior high school student in MTs Assassi until today”</i> and <i>“They have two beautiful daughters. They are Alzena Izzatul Fatihah and Elvira Azzizatun Nufus. Alzena is an elementary school student. She sits at second grade. Elvira is a Kindergarten school student”</i>. the text was closed with their personal comment about the idol teacher being written. The personal comment was presented in a judgment. As seen in the clauses <i>“We admire him because he is the most excellent teacher; He is handsome and adorable”</i>. The judgment were made by using being verb of <i>“...excellent teacher”</i> and <i>“...handsome and adorable”</i> to give attributes or quality of the subject of the biographical recount</p>	<p>students wrote their evaluation of the teacher’s career in the clause of <i>“In 2004, he started to teach in MTs Assalafiyah Assirojiyyah until today”</i>. Besides, the students informed the teacher’s family life with using present tense in the clause <i>“He has two sons. They are Taufik and Arka”</i>. In addition, the students expressed their personal comments in the separated paragraph, for instance, <i>“His dream come true”</i> in the third paragraph in ‘closing’ the record of events of the teacher’s educational background and career. The students also expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; <i>“We love pak Dede Rahmat because he is handsome and hard worker”</i>.</p>	<p>students also expressed their personal comments for reasoning why they wrote a biography of their idol teacher; <i>“We love Neneng faizah, because she is lovable and beautiful”</i>.</p>
Linguistic features	<p>Fulfilling the linguistic features of biographical recount text involving the aspects as follow.</p> <ol style="list-style-type: none"> 1. The specific participants in this text were mentioned explicatedly. As shown in the text, the students wrote specifically the subject of the biography; the teacher’s full name, and mentioned the names of the teacher’s family such as the teacher’s parents, wife, and daughters. The student also used possessive reference to describe the participants. For instance, <i>“His career</i> 	<p>Fulfilling the linguistic features of biographical recount text involving the aspects as follow.</p> <ol style="list-style-type: none"> 1. The students wrote the teacher’s full name, the teacher’s parents, wife and children. For instance, <i>Dadi Sugilar, his father..., Nuraida, his mother</i> Mainly the students use the third person of <i>he</i> and <i>his</i>. 2. the students also used simple past tense to describe past events of the idol teacher. The students used <i>attended,</i> 	<p>Fulfilling the linguistic features of biographical recount text involving the aspects as follow.</p> <ol style="list-style-type: none"> 1. The specific participants used in this text were mentioned clearly. As the text displayed, the students wrote the teacher’s full name, the teacher’s parents, husband and daughter such as <i>Neneng Faizah D.S., her father..., H.Dedi Zubaedi, her mother..., Dais Ruhyati, Endang Rustandi, and Jihan Fairus Khalisa</i>. Mainly the students use the third person of <i>she</i> and <i>her</i>. 2. the students also used simple past tense to describe past events of the idol teacher. The

Runi Ekaningtias , 2015

A GENRE-PROJECT BASED APPROACH TO TEACHING WRITING BIOGRAPHICAL RECOUNT TEXT

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

	<p><i>was influenced by his father and teacher</i>". The using of reference "<i>his father and teacher</i>" in the text indicates that the students used specific participants as one of standard linguistic features in a biographical recount text. Further, the students use the third person of <i>he, him, and his</i></p> <p>2. The use of simple past tense in this text was varied. The students used action verb of <i>attended</i> and <i>went</i>. Those words have the same meaning. The students also used <i>graduated, continued, dreamed, and married</i> which indicated the students' have standard comprehension of past tense. Besides, the students also used passive voice such as "<i>his career was influenced by...</i>", and perfect tense in "<i>since 2001, he has dedicated himself to...</i>".</p> <p>3. Adverb of place and time were used in the text. Those were used in order to add specific information in record of events of the teacher's educational background and marriage life. The students mentioned in what year the teacher attended and graduated in every level of education, for instance, <i>in 19983, in 1989, and in 1990</i>. They also mentioned when the teacher married; <i>in 2005</i>, and also mentioned where the teacher went to school, for instance, <i>at SDN Cikalongkulon 3 in Cianjur, at MTs and MA Daarul 'Uluum in Bogor</i> and <i>at MTs Assalafiyyah</i></p>	<p><i>went, continued, and dreamed</i> to tell the teacher's educational past events. The students also used <i>married</i> to tell the readers about the teacher married life</p> <p>3. Adverb of place and time were used in the text. Those were used in order to add specific information in record of events of the teacher's educational background. The students mentioned when the teacher attended basic school, junior and senior high school, and college, for instance <i>in 1992, in 1995, in 1998, in 2001</i>, and when the teacher started to teach; <i>in 2004</i>. The students also explained where the teacher went to school, for instance, <i>at MI Bena in Cianjur, at Al-Muawwanah in Cianjur, and at MTs Assalafiyyah Assirojiyyah</i>.</p> <p>4. The conjunctions were <i>then</i> and <i>next</i>. Although, there were some clauses were not cohesive and united because the students did not use conjunction words between the two clauses, for instance between the clause of "<i>Then, in 2001 he continued his study to Universitas Surya Kancana majoring in Pendidikan Kewarganegaraan</i>" and "<i>in 2004, he started to teach in MTs Assalafiyyah</i>", and between the clause of "<i>He married Erna Rismawati at the age of 32 years old</i>" and "<i>He has two sons, they are Taufik and Arka</i>". The correct clauses should be "<i>Then, in 2001 he continued his study to Universitas Surya Kancana</i></p>	<p>students used <i>attended, went, and continued</i> to tell the teacher's educational past events. The students also used <i>married</i> to tell the readers about the teacher married life. On the other hand, there were insufficient grammatical used in some clauses, for instance "<i>She choose PAI because she want to deep her knowledge of Islam</i>", "<i>She love Mathemastics since in junior high school</i>" and "<i>In 2012, she teach at MTs and MA Assalafiyyah Assirojiyyah as IPA teacher until today</i>". Those clauses should be written in grammatical correct, for instance "<i>She <u>chose</u> PAI because she <u>wanted</u> to deep her knowledge of Islam</i>", "<i>She <u>loved</u> Mathemastics since she <u>was</u> in junior high school</i>" and "<i><u>Since</u> 2012, she <u>has taught</u> at MTs and MA Assalafiyyah Assirojiyyah as IPA teacher</i>".</p> <p>3. The students mentioned when the teacher's birthday, when the teacher attended basic school, junior and senior high school, and college; <i>on 11th of August 1989, in 2002, in 2005, in 2008</i>, and when the teacher started to teach; <i>in 2012</i>. The students also explained where the teacher live: <i>in kp.Darungdung</i>, where the teacher went to school; <i>at SDN Gudang 1 in Cianjur, at MTs Assalafiyyah Assirojiyyah in Cianjur, at MA Assalafiyyah Assirojiyyah, and STAI Al-Azhari</i>, and where the teacher started to teach; <i>at MTs and MA Assalafiyyah Assirojiyyah in Cianjur</i>.</p> <p>4. Conjunctions were used in this text. They are <i>then</i> and <i>next</i>. However, there were some clauses were not cohesive and united due to students' lack of comprehension of conjunction. The students did not use conjunction words between</p>
--	--	--	---

Runi Ekaningtias , 2015

A GENRE-PROJECT BASED APPROACH TO TEACHING WRITING BIOGRAPHICAL RECOUNT TEXT

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

	<p><i>Assirojiyyah.</i></p> <p>4. The students used conjunctions. The conjunctions were <i>then</i> and <i>next</i></p>	<p><i>majoring in Pendidikan Kewarganegaraan. <u>After gaining bachelor degree</u>, in 2004, he started to teach in MTs Assalafiyah”, and “He married Erna Rismawati at the age of 32 years old. <u>Then/after that</u>, he has two sons, they are Taufik and Arka”.</i></p>	<p>the two clauses, for instance between the clauses of “<i>She married Endang Rustandi in 2013</i>” and “<i>She has a daughter. She is Jihan Fairus Khalisa</i>”. The correct clauses should be “<i>She married Endang Rustandi in 2013. <u>Then</u>, she has a daughter. She is Jihan Fairus Khalisa</i>”.</p>
--	---	--	--